



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 12111936  
SAU: MSAD 17  
School: Paris Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2008

Grade: 6

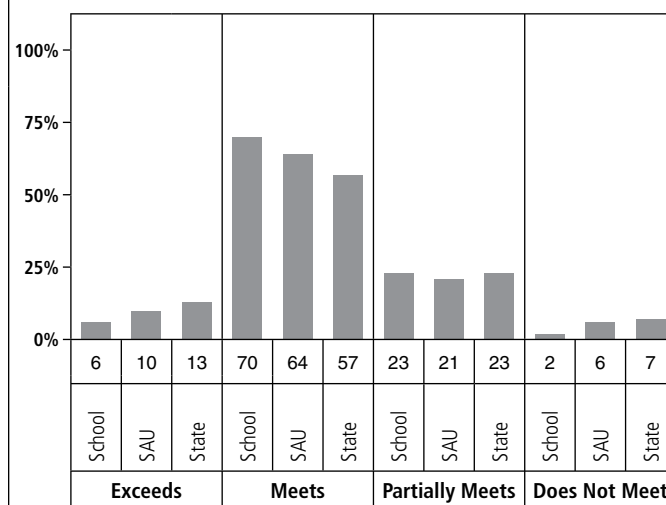
SAU: MSAD 17

School: Paris Elementary School

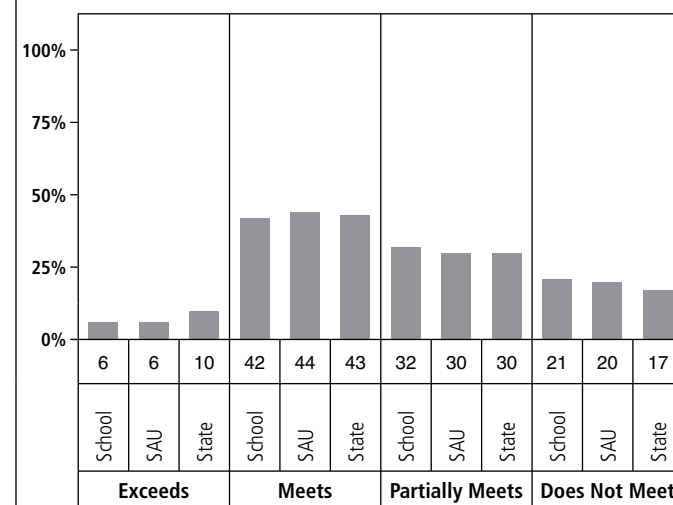
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006		644	644
2006–2007	646	644	646
<b>2007–2008</b>	<b>649</b>	<b>648</b>	<b>648</b>
Cum. Avg. *		645	646
<b>Mathematics</b>			
2005–2006		639	641
2006–2007	641	641	643
<b>2007–2008</b>	<b>640</b>	<b>640</b>	<b>642</b>
Cum. Avg. *		640	642

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008

Grade: 6

SAU: MSAD 17

School: Paris Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	54	100	286	100	14365	100	54	100	282	99	14266	99	54	100	282	99	14268	99												
Ethnicity African American/Black	0	0	2	1	418	3	0	0	2	100	407	97	0	0	2	100	413	99												
American Indian or Native Alaskan	0	0	0	0	111	1	0	0	0	0	110	99	0	0	0	0	110	99												
Asian or Pacific Islander	0	0	3	1	249	2	0	0	3	100	249	100	0	0	3	100	248	100												
Hispanic	0	0	0	0	149	1	0	0	0	0	147	99	0	0	0	0	147	99												
Caucasian/White	54	100	281	98	13438	94	54	100	277	99	13353	100	54	100	277	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	8	15	58	20	2518	18	8	100	55	96	2479	99	8	100	55	96	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	27	50	143	50	5335	37	27	100	140	99	5277	99	27	100	140	99	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	42	78	206	72	11613	81	42	78	207	72	11626	81												
Identified disability (PET/IEP)	0	0	4	2	373	3	0	0	5	2	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	1	0	149	1	0	0	1	0	150	1												
<b>Participation with accommodations</b>	11	20	70	24	2451	17	11	20	69	24	2446	17												
Identified disability (PET/IEP)	7	64	45	64	1909	78	7	64	44	64	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	4	36	25	36	350	14	4	36	25	36	335	14												
<b>Participation through alternate assessment (PAAP)</b>	1	2	6	2	197	1	1	2	6	2	196	1												
Identified disability (PET/IEP)	1	100	6	100	197	100	1	100	6	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	1	0	24	0	0	0	1	0	24	0												
<b>Non-participation – other</b>	0	0	3	1	75	1	0	0	3	1	73	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: MSAD 17  
School: Paris Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006			15	6	1176	8
	2006-2007	3	6	13	5	1132	8
	<b>2007-2008</b>	<b>3</b>	<b>6</b>	<b>27</b>	<b>10</b>	<b>1817</b>	<b>13</b>
	Cum. Total*			55	7	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006			136	54	7612	51
	2006-2007	27	57	127	52	8127	57
	<b>2007-2008</b>	<b>37</b>	<b>70</b>	<b>176</b>	<b>64</b>	<b>8072</b>	<b>57</b>
	Cum. Total*			439	57	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006			73	29	4080	27
	2006-2007	16	34	70	29	3549	25
	<b>2007-2008</b>	<b>12</b>	<b>23</b>	<b>57</b>	<b>21</b>	<b>3194</b>	<b>23</b>
	Cum. Total*			200	26	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006			28	11	2005	13
	2006-2007	1	2	32	13	1478	10
	<b>2007-2008</b>	<b>1</b>	<b>2</b>	<b>16</b>	<b>6</b>	<b>981</b>	<b>7</b>
	Cum. Total*			76	10	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.6	60.0	33.1	59.1	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.8	60.0	16.6	59.3	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	16.8	60.0	16.5	58.9	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008

Grade: 6

SAU: MSAD 17

School: Paris Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	3	6	37	70	12	23	1	2	649	276	10	64	21	6	648	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	0										2						399	7	47	28	17	642
American Indian or Native Alaskan	0										0						108	4	54	32	10	643
Asian or Pacific Islander	0										3						247	16	60	20	4	650
Hispanic	0										0						145	8	45	34	14	643
Caucasian/White	53	3	6	37	70	12	23	1	2	649	271	10	64	21	6	648	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	3	43	4	57	0	0	645	49	2	27	51	20	638	2282	2	29	42	27	636
No	46	3	7	34	74	8	17	1	2	650	227	11	72	14	3	651	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	53	3	6	37	70	12	23	1	2	649	276	10	64	21	6	648	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	26	2	8	15	58	8	31	1	4	647	135	7	59	29	6	646	5153	6	51	31	12	643
No	27	1	4	22	81	4	15	0	0	651	141	13	69	13	6	651	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	53	3	6	37	70	12	23	1	2	649	276	10	64	21	6	648	14057	13	57	23	7	648
<b>Gender</b>																						
Female	24	2	8	17	71	5	21	0	0	651	135	12	61	21	6	649	6967	16	59	20	5	650
Male	29	1	3	20	69	7	24	1	3	647	141	8	67	20	6	648	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	53	3	6	37	70	12	23	1	2	649	276	10	64	21	6	648	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	3										16	56	44	0	0	664	557	50	48	2	0	661
No	50	2	4	35	70	12	24	1	2	648	260	7	65	22	6	647	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 17

School: Paris Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	2	100	0	0	0	0	655	6	6	63	25	6	647	6	7	43	30	20	641
B. less than one hour	68	2	6	25	69	8	22	1	3	649	66	10	64	21	5	649	56	13	58	23	6	648
C. one to two hours	26	1	7	10	71	3	21	0	0	648	27	11	67	18	4	649	34	15	60	20	5	649
D. more than two hours	2	0	0	0	0	1	100	0	0	636	1	0	25	50	25	637	3	9	46	29	16	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	45	3	13	16	67	4	17	1	4	651	45	11	71	13	4	651	40	17	60	19	5	650
B. They match some of what I have learned.	42	0	0	16	73	6	27	0	0	647	44	10	59	27	4	648	48	12	59	23	6	648
C. They match just a little of what I have learned.	11	0	0	5	83	1	17	0	0	649	10	4	59	22	15	645	9	7	45	34	15	643
D. There is no match.	2	0	0	0	0	1	100	0	0	640	1	0	50	50	0	646	3	3	31	37	29	637
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	28	3	20	10	67	2	13	0	0	656	28	20	67	9	4	653	28	26	58	11	4	653
B. good	66	0	0	26	74	8	23	1	3	647	54	8	70	18	4	649	54	9	61	24	6	647
C. fair	6	0	0	1	33	2	67	0	0	639	17	0	43	47	11	641	16	3	48	37	13	642
D. poor	0										1	0	50	50	0	642	2	1	37	39	23	637
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	17	1	11	7	78	1	11	0	0	652	11	14	62	21	3	649	15	10	48	27	15	644
B. about the same as my regular schoolwork	58	2	6	22	71	6	19	1	3	648	69	10	64	21	5	649	66	13	59	22	5	649
C. easier than my regular schoolwork	25	0	0	8	62	5	38	0	0	648	20	7	67	20	6	649	18	15	58	20	7	649
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	4	80	1	20	0	0	648	8	0	43	33	24	640	9	2	37	37	23	638
B. Most of the passages were about the same as what I normally read.	51	0	0	20	74	6	22	1	4	646	53	4	67	24	5	647	54	9	59	26	6	647
C. Most of the passages were easier than what I normally read.	40	3	14	13	62	5	24	0	0	652	39	19	65	14	2	653	36	21	60	15	4	652
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	43	0	0	16	70	6	26	1	4	647	51	10	62	23	5	648	46	13	56	24	7	648
B. I tried about the same as I do on my regular schoolwork.	53	3	11	20	71	5	18	0	0	651	47	10	69	16	5	650	50	14	60	21	6	649
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	1	50	1	50	0	0	647	2	0	33	50	17	639	3	5	46	30	20	641
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	17	0	0	8	89	1	11	0	0	653	17	9	72	19	0	651	19	19	58	17	6	651
B. 20 minutes to an hour	66	3	9	21	60	10	29	1	3	647	67	11	64	19	6	649	51	15	60	20	5	649
C. less than 20 minutes	8	0	0	4	100	0	0	0	0	649	6	18	47	29	6	647	12	9	56	26	9	646
D. I rarely read at home.	9	0	0	4	80	1	20	0	0	652	9	0	64	28	8	645	18	4	50	34	13	643
<b>Optional school/SAU question</b>																						
A.	0										13	0	100	0	0	642						
B.	0										25	0	0	100	0	637						
C.	100	0	0	0	0	1	100	0	0	640	50	25	0	50	25	642						
D.	0										13	0	0	100	0	640						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008

Grade: 6

SAU: MSAD 17

School: Paris Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006			19	8	1463	10
	2006-2007	0	0	19	8	2092	15
	<b>2007-2008</b>	<b>3</b>	<b>6</b>	<b>16</b>	<b>6</b>	<b>1474</b>	<b>10</b>
	Cum. Total*			54	7	5029	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006			100	40	5914	40
	2006-2007	22	47	101	42	5731	40
	<b>2007-2008</b>	<b>22</b>	<b>42</b>	<b>121</b>	<b>44</b>	<b>6008</b>	<b>43</b>
	Cum. Total*			322	42	17653	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006			81	32	4494	30
	2006-2007	19	40	83	34	4175	29
	<b>2007-2008</b>	<b>17</b>	<b>32</b>	<b>83</b>	<b>30</b>	<b>4244</b>	<b>30</b>
	Cum. Total*			247	32	12913	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006			52	21	3014	20
	2006-2007	6	13	39	16	2308	16
	<b>2007-2008</b>	<b>11</b>	<b>21</b>	<b>56</b>	<b>20</b>	<b>2346</b>	<b>17</b>
	Cum. Total*			147	19	7668	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	<b>19</b>	<b>34</b>	9.4	49.5	9.2	48.4	9.6	50.5
<b>Cluster 2: Shape and Size</b>	<b>15</b>	<b>27</b>	7.6	50.7	7.6	50.7	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	<b>7</b>	<b>13</b>	3.4	48.6	3.8	54.3	4.2	60.0
<b>Cluster 4: Patterns</b>	<b>15</b>	<b>27</b>	7.2	48.0	7.2	48.0	7.5	50.0

## Cluster 1: Numbers and Operations

A. Numbers and Number Sense

B. Computation

I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

E. Geometry

F. Measurement

## Cluster 3: Mathematical Decision Making

C. Data Analysis and Statistics

D. Probability

## Cluster 4: Patterns

G. Patterns, Relations, and Functions

H. Algebra Concepts

K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: MSAD 17  
 School: Paris Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	53	3	6	22	42	17	32	11	21	640	276	6	44	30	20	640	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	0										2						409	4	26	35	35	632
American Indian or Native Alaskan	0										0						108	6	26	39	29	635
Asian or Pacific Islander	0										3						247	13	50	25	13	646
Hispanic	0										0						145	9	32	34	25	638
Caucasian/White	53	3	6	22	42	17	32	11	21	640	271	6	44	30	20	640	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	3	43	1	14	3	43	635	49	0	16	27	57	625	2283	2	18	31	49	627
No	46	3	7	19	41	16	35	8	17	641	227	7	50	31	12	643	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	53	3	6	22	42	17	32	11	21	640	276	6	44	30	20	640	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	26	0	0	12	46	8	31	6	23	637	135	3	36	31	30	636	5160	4	34	36	26	636
No	27	3	11	10	37	9	33	5	19	643	141	9	51	29	11	644	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	53	3	6	22	42	17	32	11	21	640	276	6	44	30	20	640	14065	10	43	30	17	642
<b>Gender</b>																						
Female	24	1	4	10	42	7	29	6	25	639	136	4	40	29	26	638	6974	10	43	31	16	642
Male	29	2	7	12	41	10	34	5	17	641	140	7	47	31	15	642	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	53	3	6	22	42	17	32	11	21	640	276	6	44	30	20	640	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	3										16	50	44	6	0	661	557	53	42	4	0	663
No	50	1	2	21	42	17	34	11	22	638	260	3	44	32	22	639	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 6

SAU: MSAD 17

School: Paris Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	50	0	0	1	50	637	6	6	25	31	38	634	6	6	33	31	31	635
B. less than one hour	68	3	8	17	47	9	25	7	19	642	66	7	49	26	18	642	56	11	43	30	16	643
C. one to two hours	26	0	0	4	29	7	50	3	21	637	27	3	38	38	21	638	34	11	45	30	14	644
D. more than two hours	2	0	0	0	0	1	100	0	0	630	1	0	25	50	25	629	3	6	33	32	28	636
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	55	2	7	13	45	9	31	5	17	642	47	6	43	32	19	641	45	14	47	28	11	646
B. They match some of what I have learned.	34	1	6	8	44	5	28	4	22	639	43	6	53	29	12	643	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	1	33	1	33	1	33	634	7	5	16	16	63	625	9	6	30	33	32	635
D. There is no match.	6	0	0	0	0	2	67	1	33	627	3	0	22	44	33	630	3	5	15	25	54	626
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	23	3	25	6	50	3	25	0	0	651	21	19	56	18	7	649	29	24	51	17	8	651
B. good	53	0	0	13	46	9	32	6	21	638	46	3	51	31	15	641	48	6	45	33	16	641
C. fair	25	0	0	3	23	5	38	5	38	635	30	1	32	38	28	635	19	1	29	42	28	634
D. poor	0										4	0	0	20	80	621	3	0	15	41	44	627
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	34	1	6	10	56	5	28	2	11	643	30	1	54	27	18	640	24	5	38	33	24	638
B. about the same as my regular schoolwork	58	1	3	10	32	12	39	8	26	638	60	8	38	33	21	639	62	9	45	31	14	643
C. easier than my regular schoolwork	8	1	25	2	50	0	0	1	25	647	10	7	52	26	15	644	14	26	43	20	12	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	51	1	4	11	41	9	33	6	22	638	54	3	43	34	20	639	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	43	2	9	10	43	7	30	4	17	642	42	8	47	27	19	642	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	6	0	0	1	33	1	33	1	33	639	4	18	36	9	36	641	3	9	33	27	32	637
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	9	0	0	1	20	3	60	1	20	635	13	3	22	39	36	631	17	8	39	30	22	639
B. two or three days a week	30	0	0	8	50	3	19	5	31	638	33	3	40	30	26	637	34	11	44	31	14	643
C. two or three times each month	34	1	6	5	28	8	44	4	22	637	29	8	48	31	14	643	31	12	44	29	15	644
D. never or almost never	26	2	14	8	57	3	21	1	7	648	25	9	58	24	9	646	18	10	42	31	18	642
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	0	0	1	100	622	8	5	32	27	36	635	11	11	37	29	23	641
B. two or three days a week	36	1	5	8	42	9	47	1	5	641	34	4	49	28	18	640	32	11	44	30	15	643
C. two or three times each month	28	0	0	7	47	5	33	3	20	638	32	3	45	37	14	640	32	11	45	30	15	643
D. never or almost never	34	2	11	7	39	3	17	6	33	641	27	11	41	25	23	641	26	9	40	32	19	641
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	622	4	0	18	9	73	622	7	6	29	33	32	635
B. 30–45 minutes	17	1	11	4	44	3	33	1	11	644	19	4	38	37	21	637	37	8	39	34	20	640
C. 45–60 minutes	62	2	6	16	48	9	27	6	18	641	58	6	49	26	18	642	42	13	47	28	12	645
D. more than 60 minutes	19	0	0	2	20	5	50	3	30	635	19	8	38	40	13	642	15	12	46	27	15	644
<b>Optional school/SAU question</b>																						
A.	0										13	0	0	0	100	604						
B.	0										25	0	0	0	100	621						
C.	100	0	0	0	0	0	0	1	100	618	50	0	25	0	75	624						
D.	0										13	0	0	0	100	622						

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